

## Mugberia Gangadhar Mahavidyalaya



### Curriculum for 3-Year B.A. (General) in EDUCATION

#### Under Choice Based Credit System (CBCS)

w.e.f 2018-2019

Semester	Paper Code	Paper Name	Marks
SEM-I	DSC-1A	Principles of Education	75
	GE-1	Educational Psychology	75
SEM-II	DSC-1B	Educational Psychology	75
	GE-2	Psychology of Mental Health and Hygiene	75
SEM-III	DSC-1C	Educational Sociology	75
	SEC-1	Measurement and Evaluation in Education	50
	GE-3	Education of Children with Special Needs	75
SEM-IV	DSC-1D	History of Education in India	75
	SEC-2	Educational Guidance and Counseling	50
	GE-4	Value Based Education	75
SEM-V	DSE-1A	Great Educator	75
	SEC-3	Yoga Education	50
	GE-1	Mental Health and Hygiene	75
SEM-VI	DSE-1B	Guidance and Counseling	75
	SEC-4	Education of Children with Special Needs	50
	GE-2	Environmental Education	75

## **Semester-I**

**DSC-1A(CC-1): Principles of Education**

**Credits 06**

**DSC1AT: Principles of Education**

### **Course Contents:**

#### **Unit –I:**

- Education: Meaning, Nature and Scope.
- Functions of Education
- Factors of Education.
- Aims of Education: Individualistic and Socialistic.

#### **Unit –II:**

- Meaning of Curriculum.
- Types of curriculum.
- Principles of curriculum construction.
- Co – curricular activities.

#### **Unit –III:**

- Child Centric Education: Meaning and Characteristics.
- Aims of modern child centric education.
- Child Centricism in Education: its significance.
- Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.

#### **UNIT –IV:**

- Freedom and Discipline: Concepts.
- Needs of discipline.
- Concept of Free discipline.
- Concept of Self-discipline.
- Application of Discipline in Educational Institution.

### **Suggested Readings:**

1. Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. NewJersy,USA:pearson.
2. V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
3. Ozman, Howard A.,& Craver, Samuel M. Philosophical Foundation of Education. Boston, USA: Ally &Bacon.
4. Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.

**GE – 1: Educational Psychology**

**Credits 06**

**GE1T: Educational Psychology**

**Course Contents:**

**Unit –I:**

- Educational Psychology: Meaning, Nature and Scope
- Relation between Education and Psychology.
- Methods of Educational Psychology.

**Unit –II:**

- Growth and Development: Meaning and Concepts.
- Stages of Development of a Child: Infancy, Childhood and Adolescence.
- Aspects of Child Development : Physical, Intellectual, Emotional, Social

**Unit –III:**

- Personality: Concept and definition.
- Development of Personality.
- Types and Traits Approaches to Personality.
- Individual Differences: Concepts and Types.
- Causes of Individual Differences.

**Unit –IV:**

- Intelligence: Concept and Definition.
- Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.
- Intelligence Test: Verbal, Non-verbal test and their uses.

**Unit –V:**

- Learning: Meaning & Nature.
- Factors associated with learning.
- Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning.
- Learning relation to; Attention, Interest, Maturation and Motivation.

**Suggested Readings:**

1. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.

2. Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
3. Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
4. Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
5. Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
6. Woolfolk, A.E. (2011) Educational Psychology. Sterling Kinderslay (India) Pvt. Ltd.

## **Semester-II**

**DSC-2A(CC-2): Educational Psychology**

**Credits 06**

**DSC2AT: Educational Psychology**

**Course Contents:**

**Unit –I:**

- Educational Psychology: Meaning, Nature and Scope
- Relation between Education and Psychology.
- Methods of Educational Psychology.

**Unit –II:**

- Growth and Development: Meaning and Concepts.
- Stages of Development of a Child: Infancy, Childhood and Adolescence.
- Aspects of Child Development : Physical, Intellectual, Emotional, Social

**Unit –III:**

- Personality: Concept and definition.
- Development of Personality.
- Types and Traits Approaches to Personality.
- Individual Differences: Concepts and Types.
- Causes of Individual Differences.

**Unit –IV:**

- Intelligence: Concept and Definition.
- Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.
- Intelligence Test: Verbal, Non-verbal test and their uses.

**Unit –V:**

- Learning: Meaning & Nature.
- Factors associated with learning.
- Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning.

- Learning relation to; Attention, Interest, Maturation and Motivation.

**Suggested Readings:**

1. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
2. Chauhan, S.S. Advanced Educational Psychology. Vikash Publishing House, New Delhi.
3. Choube, S.P. & Choube. Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
4. Mangal S.K. Advance Educational Psychology. Presentice Hall of India, New Delhi.
5. Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
6. Woolfolk, A.E. Educational Psychology. Sterling Kinderslay (India) Pvt. Ltd.

**GE-2 : Psychology of Mental Health and Hygiene**

**Credits 06**

**GE2T : Psychology of Mental Health and Hygiene**

**Course Contents:**

**Unit –I:**

- Mental Hygiene: Meaning and Concept.
- Mental Health: Meaning and Concept.
- Characteristics of Mental Health.
- Education and Mental Health & Hygiene.

**Unit –II:**

- Adjustment: Concepts, Need, and Areas of Adjustment.
- Mechanism of Adjustment.
- Role of Family and School in effective Adjustment.

**Unit –III:**

- Maladjustment: Meaning and Definition.
- Causes of Maladjustment.
- Different forms of Maladjustment.
- Role of Family and School in remedial measures.

**Suggested Readings:**

1. Carson, R.C. & Butcher, J.N.-Abnormal Psychology and Modern Life.

2. Coleman, J.C. – Psychology and Effective Behavior.
3. Chauhan, S.S. – Mental Hygiene – A Science of Adjustment.

### **Semester-III**

**DSC-3A(CC-3): Educational Sociology**

**Credits 06**

**DSC3AT: Educational Sociology**

**Course Contents:**

**Unit –I:**

- Education Sociology: Meaning, Nature and Scope.
- Relation between Sociology and Education.
- Education-as a social sub-system.

**Unit –II:**

- Social Change: Concept and nature.
- Factors and problems of social change in India.
- Social stratification: Meaning and Types.

**Unit –III:**

- Socialization: Meaning, process and factors of socialization.
- Social Control: Meaning and types of Social control, Agencies of Social Control.

**Unit –IV:**

- Social Agencies of Education and their educative role:
- Family.
- School.
- State.
- Mass media.

**Suggested Readings:**

1. Shukla, S&K Kumar Sociological perspective in Education, New Delhi, Chanakya Publications,
2. Bhattacharjee, Srinvas Philosophical & Sociological Foundation of Education, Herald book service
3. Saxena, N.R Philosophical & Sociological Foundation of Education, R. Lal book Depot., Meerut,
4. Sharma , S.N Philosophical & Sociological Foundation of Education, Herald book service, Faridabad,
5. Sodhi, T.S &Suri Aruna Philosophical& Sociological foundations of education,

*Skill Enhancement Course (SEC)*

**SEC-1: Measurement and Evaluation in Education**

**Credits 02**

**SEC1T: Measurement and Evaluation in Education**

**Course Contents:**

**Unit –I:**

- Concept of Measurement and Evaluation.
- Difference between Measurement and Evaluation.
- Needs of Evaluation in Education.

**Unit –II:**

- Different tools and techniques of Evaluation.
- Teacher Made test and Standardized test.
- Achievement tests and Psychological tests
- Cumulative Record Card.

**Unit –III:**

- Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method.
- Validity: Meaning and Method of Determining Content Validity.

**Unit –IV:**

- Tabulation of Educational Data.
- Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses).
- Measures of Dispersion: Range; Quartile Deviation; Standard Deviation. (Computation and their uses)

**Unit –V:**

- Concept of Correlation.
- Rank Difference method and Product moment method for Computation of correlation, Co-efficient.
- Interpretation of results.

**Suggested Readings:**

1. Agarwal. J.C. Essentials of Examination System: Evaluation Tests & Measurement. Vikas Publishing House New Delhi
2. Cronbach, L.J. Essentials of Psychological Testing, New York, Harper and Brothers,

3. Garrett. H.E. Statistics in Psychology and Education, Eastern Book House, Shantipur Guwahati

**GE-3 : Education of Children with Special Needs**

**Credits 06**

**GE3T: Education of Children with Special Needs**

**Course Contents:**

**Unit –I:**

- Education of Children with:
  1. Visual Impairment: identification, intervention, education and prevention.
  2. Hearing Impairment: identification, intervention, education and prevention.

**Unit –II:**

- Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.

**Unit –III:**

- Education of Children with: Physically Handicraft: identification, intervention, education and prevention.

**Unit –IV:**

- Education of Children with: Learning Disabilities: identification, intervention, education and prevention.

**Suggested Readings:**

1. Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
2. Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi: Abhijeet Publications.
3. Gulliford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
4. Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York: MCGraw-Hills Book Co.
5. Jalvi, P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, (DSE (HI)]. New Delhi: Kanishka publishers, Distributors.
6. Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
7. Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi: NCERT.



## **Semester-IV**

**DSC-4A(CC-4): History of Education in India**

**Credits 06**

**DSC4AT: History of Education in India**

**Contents:**

**Unit –I:**

- Missionary educational activities in India: Characteristics and significance.
- Serampore Mission: Contributions of the Trio to Education.
- Charter Act of 1813.
- Macaulay's Minute.
- Adam's Report and its recommendations.
- Woods Despatch (1854).

**Unit –II:**

- Indian Education commission -1882.
- Indian University Commission (1902).
- National Education Movement.

**Unit –III:**

- Sadler Commission -1917
- Hartog Committee Report.
- Wardha Schame.
- The Sargent Plan (1944).

**Unit –IV:**

- Radhakrishnan Commission-1948, with special reference to rural university.
- Mudaliar Commission (1952-53): Reports and Recommendations.
- Kothari Commission (1964-66): Reports and Recommendations.
- National Education Policy 1986 and Revised Educational Policy of 1992.

**Suggested Readings:**

1. Basu, A.N. Education in Modern India
2. Banerjee, J.P. Education in India-Past, Present and Future
3. Mukherjee, S.N. Education in India, Today and Tomorrow
4. Mukherjee, S.N. History of Education (Modern Period)
5. Nurullah, S, Naik J.P. History of Education in India
6. Rawat, P.L. History of Indian Education

**SEC-2 : Educational Guidance and Counseling**

**Credits 02**

**SEC2T : Educational Guidance and Counseling**

**Course Contents:**

**Unit –I:**

- Educational Guidance: Meaning, Definition, Scope.
- Needs and Importance of Guidance.
- Essentials of good Guidance programme.

**Unit –II:**

- Different forms of Guidance.
- Educational and Vocational Guidance.
- Organization of Guidance service at different levels of education.
- Tools and techniques of Guidance.

**Unit –III:**

- Counseling: meaning, nature, scope.
- Types of counseling.
- Tools and techniques of Counseling.

**Unit –IV:**

- Difference between Guidance and Counseling.
- Counseling process-relationships & its characteristics.
- Role of parent, teacher & counselor in guidance programme.

**Suggested Readings:**

1. Basu, N.C. Educational and Vocational Guidance.
2. Chauhan, S.S. – Principles and Techniques of Guidance.
3. NCERT- Guidance and Counseling.

**GE-4: Value Based Education**

**Credits 06**

**GE4T: Value Based Education**

**Course Contents:**

**Unit -I: Value – An Introduction**

1. Meaning and Importance of value
2. Classification of value-Indian and western

## **Unit-II: Sources of Value**

1. Religion,
2. Philosophy, and
3. Literature

## **Unit-III: Values -- Traditional and Contemporary**

1. Traditional values- Purushartha, Satyam shivam sundaram, ahimsa prem and karma, tyaga and lokasangraha
1. 2.Contemporary values-democracy, socialism, secularism, freedom, discipline, responsibility, human rights

## **Unit -IV: Value Erosion and Inculcation**

1. Value crises in social life, economic life, and political life
2. Value inculcation- need and importance,
3. Approaches to value education- direct and indirect method, curricular and cocurricular and extra curricular

## **Suggested Readings :**

1. Allport, G.W., Vernon, P.E., and Lindzey, G. (1970) *study of values*, Buston: Houghton Mifflin.
2. Central Board of Secondary Education (1997), *Value Education: A Handbook for Teachers*, Delhi: Central Board of Secondary Education.
3. Delors, J. (1996), *Learning: The Treasure within-* Report of the International Commission on Education for the Twenty-First Century, Paris: UNESCO.
4. Morris, Charles W. (1956). *Varieties of Human Values*. Chikago: University of Chicago Press.
5. Shukla, R.P.(2005). *Value Education and Human Rights*. Sarup& Sons, New Delhi
6. *Value Education*. Manish Prakashan , Plat No. 26, Rohit Nagar Colony, Baranasi Hindu University , Varanasi.

## **Semester-V**

### **Discipline Specific Electives (DSE)**

**DSE-1A: Great Educators**

**Credits 06**

## **DSE1AT: Great Educators**

### **Course Contents:**

#### **Unit –I:**

- Swami Vivekananda (1863-1902).
- Sri Aurobindo (1872-1950).

#### **Unit –II:**

- Rabindranath Tagore (1861-1941).
- Mahatma Gandhi (1869-1948).

#### **Unit –III:**

- Jean Jacques Rousseau (1712-1778).
- F.W. August Froebel (1782-1852).

#### **Unit –IV:**

- John Dewey (1859-1952).
- Madam Maria Montessori (1870-1952).

### **Suggested Readings:**

1. Mukherjee, K.K., Some Great Educators of the world, Das Gupta & Co.pvt. Ltd, Calcuta
2. Purkait, B.K., Great Educators, New Central Book Agency, London

## **SEC-3: Yoga Education**

**Credits 02**

### **SEC3T : Yoga Education**

#### **Course Contents:**

#### **Unit –I:**

- Basis of Yoga Meaning and Concept.
- Patanjala Yogasutra.
- Hathayoga Pradipika.

#### **Unit –II:**

- Concept of Yoga.
- Streams of Yoga.
- Raja Yoga: Eight Fold Path.

- Anand Mimamsa.

#### **Unit –III:**

- Theories of Yoga Practices.
- Asana.
- Pranayama.
- Kriyas.
- Dhyana.

#### **Unit –IV:**

- Practical Eight Step Method: Single Group and Double Group Practice.
- Asana.
- Pranayama.
- Relaxation Techniques

#### **Suggested Readings:**

1. Gore, M.M. –Anatomy and Physiology of Yogic Practices; New Age Books, New Delhi,
2. Coulter.H.David- Anatomy of Hathayoga; MLBD, New Delhi,
3. Gharote, Manmath M. and Others- Application in Yoga; Lonavla,
4. Saraswati, Swami Satyananda- Asana Pranayama & Mudra Bandha; Bihar School of Yoga, Munger,
5. Tiwari, O.P.- Asana Why and How?; Kaivalyadhama, Lonavla
6. Iyengar, B.K.S. Astadal Yoga Mala, (Vol. I-VIII); Allied Publishers Pvt. Ltd., Lucknow,
3. Guha, Bibhuranjan, Shikshay Pathikrit (Bengali), Sobha Publisher, Kolkata.
4. Prof.B.C Rai, Theory of Education, Prakasan Kendra, Lakhnow.
5. Vidya Ratna Taneja, Educational Thought and practice, Sterling Publishers Pvt.Ltd.

#### **Generic Electives (GE)**

**[Interdisciplinary for other department]**

**GE-1 : Mental Health and Hygiene**

**Credits 06**

**GE1T : Mental Health and Hygiene**

#### **Course Contents:**

##### **Unit –I:**

- Mental Hygiene: Meaning and Concept.
- Mental Health: Meaning and Concept.
- Characteristics of Mental Health.

- Education and Mental Health & Hygiene.

#### **Unit –II:**

- Adjustment: Concepts, Need, and Areas of Adjustment.
- Mechanism of Adjustment.
- Role of Family and School in effective Adjustment.

#### **Unit –III:**

- Maladjustment: Meaning and Definition.
- Causes of Maladjustment.
- Different forms of Maladjustment.
- Role of Family and School in remedial measures.

#### **Suggested Readings:**

1. Carson, R.C. & Butcher, J.N.-Abnormal Psychology and Modern Life.
2. Coleman, J.C. – Psychology and Effective Behavior.
3. Chauhan, S.S. – Mental Hygiene – A Science of Adjustment.

### **Semester-VI**

**DSE-1B: Guidance and Counseling**

**Credits 06**

**DSE1BT: Guidance and Counseling**

#### **Course Contents:**

##### **Unit - I: Guidance**

1. Concept, Nature, Principles, and types— educational, vocational and personal. Individual and Group Guidance.
2. Role of parents, teachers, and counselor in guidance.

##### **Unit- II: Counseling**

1. Concept, Nature, Principles, Types — Directive, Non-directive and Eclectic; Individual and Group Counseling,
2. Counseling process, Characteristics of good counseling
3. Differences between guidance, counseling and psychotherapy

##### **Unit-III: Techniques of Collecting Information for Guidance and Counseling**

1. Intelligence test, Aptitude test, Interest test, and Personality Test & Interview, CRC, ARC and Case Study

##### **Unit-IV: Adjustment**

1. Concept and Definition of Adjustment, Characteristics of good adjustment, common adjustment problems in Childhood and adolescence, Adjustment Mechanism.

**Suggested Readings:**

1. Crow, L.D.I., Crow, A — An Introduction to Guidance.
2. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers,
3. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication,
4. Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt.Ltd.
5. Madhukar, I— Guidance and Counselling, New Delhi, Authors Press.
6. Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinehart and Winston.
7. Traxler, A.E. and North, R.D. — Techniques of Guidance, New York,
8. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.

**SEC-4 : Education of Children with Special Needs**

**Credits 02**

**SEC4T : Education of Children with Special Needs**

**Course Contents:**

**Unit –I:**

- Education of Children with:
  1. Visual Impairment: identification, intervention, education and prevention.
  2. Hearing Impairment: identification, intervention, education and prevention.

**Unit –II:**

- Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.

**Unit –III:**

- Education of Children with: Physically Handicraft: identification, intervention, education and prevention.

**Unit –IV:**

- Education of Children with: Learning Disabilities: identification, intervention, education and prevention.

**Suggested Readings:**

1. Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
2. Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi: Abhijeet Publications.
3. Gulliford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
4. Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York: MCGraw-Hills Book Co.
5. Jalvi, P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, (DSE (HI)]. New Delhi: Kanishka publishers, Distributors.
6. Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
7. Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi: NCERT.

## **GE-2: Environmental Education**

**Credits 06**

### **GE2T: Environmental Education**

#### **Course Contents:**

#### **Unit-I: Environmental Education**

1. Environmental Education: Concept, Characteristics, Components and Scope
2. Historical Background of Environmental Education

#### **Unit-II: Education of Environmental Concepts**

1. Concept of Environment and Ecosystem
2. Disasters: Natural and Man Made

#### **Unit III: Environmental Education and Social Issues**

1. Education for Sustainable development: From Unsustainable to Sustainable development.
2. Education of Urban Environment: Problems related to energy and water

#### **Unit-IV- Approaches and Methods of Environmental Education**

Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey.

#### **Suggested Readings:**

1. Environmental Analysis of Water, Soil, Air by Saxena.
2. Environmental Pollution and Bhopal Killing.
3. Environmental Pollution of Cadmium by Rohatgi.
4. Our Planet Our Health – WHO, Oxford Publications, 1992.
5. Perspectives on Environment by I. R. Manners, M.W.M. Micksell



6. Soil and water Conservation Engineering by Schwab, S. D., Frevert, R. K., Edminster, T.
7. W. and Earns K. K. John Wiley and Sons.
8. Water Pollution and Management by C. F. Vershney

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